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ABSTRACT

This collection of administrative, planning, and teaching materials focuses on an immersion approach to engaging learners in whole literacy. The collection's 6 sections are as follows: (1) Role of the Administrator (Mary Dill); (2) Role of the Reading Teacher (Carleen Payne); (3) Batteries and Bulbs (DonnaLynn Estes); (4) Bears (Lois Laase); (5) American Colonization and Revolution (Joan Clemmons); and (6) Portfolios (DonnaLynn Estes and others). Sections 3, 4, and 5 are interdisciplinary teaching units on the topics noted, each containing planning webs, unit descriptions and objectives, learning activities, and suggested books. An appendix contains worksheets, diagrams, and charts for learning activities. (SR)

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ENGAGING THE LEARNER IN WHOLE LITERACY: AN IMMERSION APPROACH

International Reading Association
Microworkshop 44
Las Vegas, Nevada

May 9, 1991

Presented by

Joan Clemmons
Mary Dill
DonnaLynn Estes
Lois Laase
Carleen Payne

CS010717

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LOIS LAASE received a bachelor of science and a master's degree in elementary education from the University of Nebraska. In addition to teaching in the United States and in American schools overseas she was the Community Liaison Officer at the American Embassies in Canberra and Brasilia. She is presently teaching in the Fairfax County Public Schools, Virginia.

CARLEEN PAYNE is a reading resource teacher in the Fairfax County Public Schools, Virginia. She graduated from Boston College with a bachelor of science in elementary education and from George Washington University with a masters of arts in Elementary Education. She has done numerous workshops at the county, state and national level.

ENGAGING THE LEARNER
IN WHOLE LITERACY:
AN IMMERSION APPROACH

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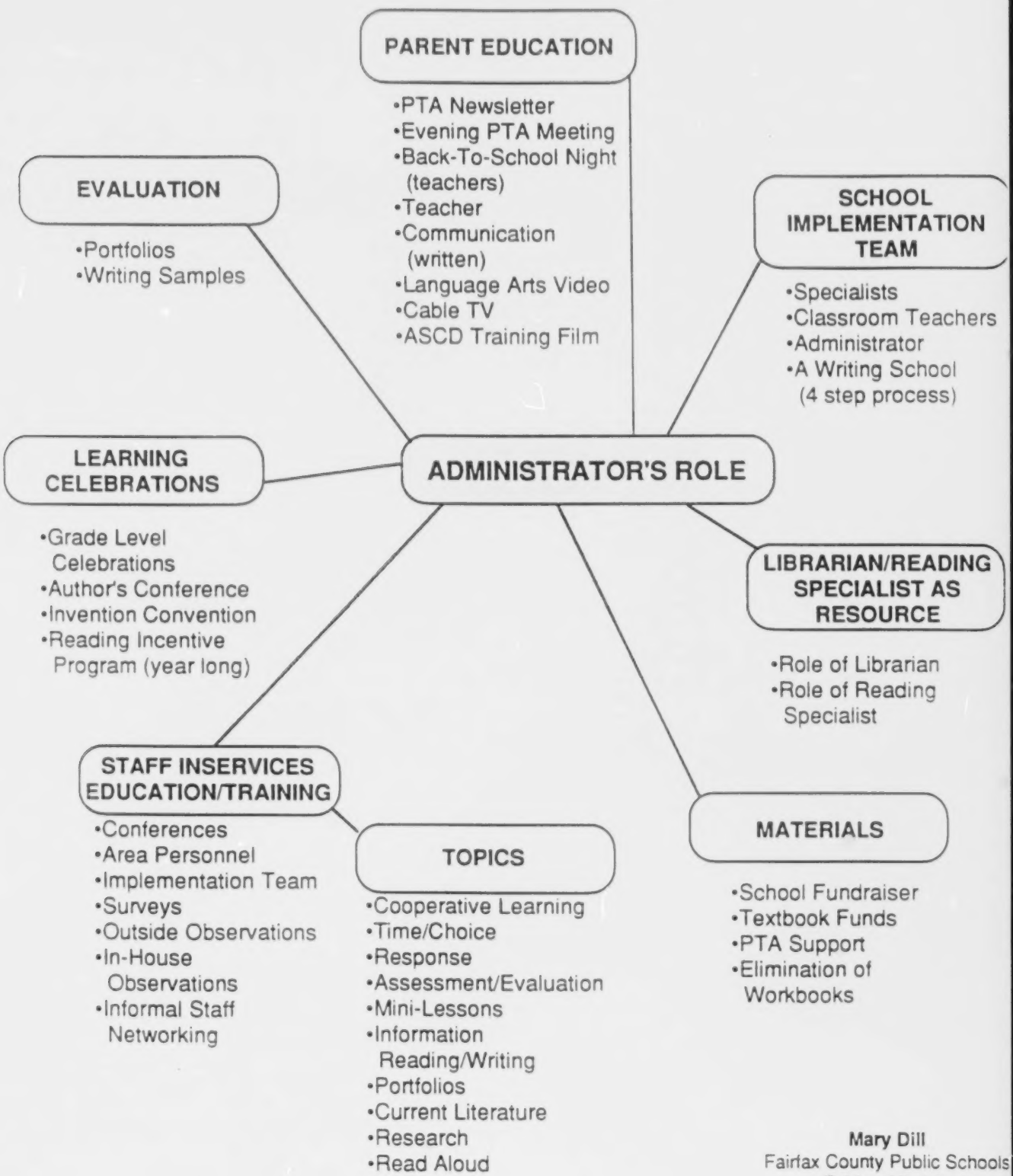
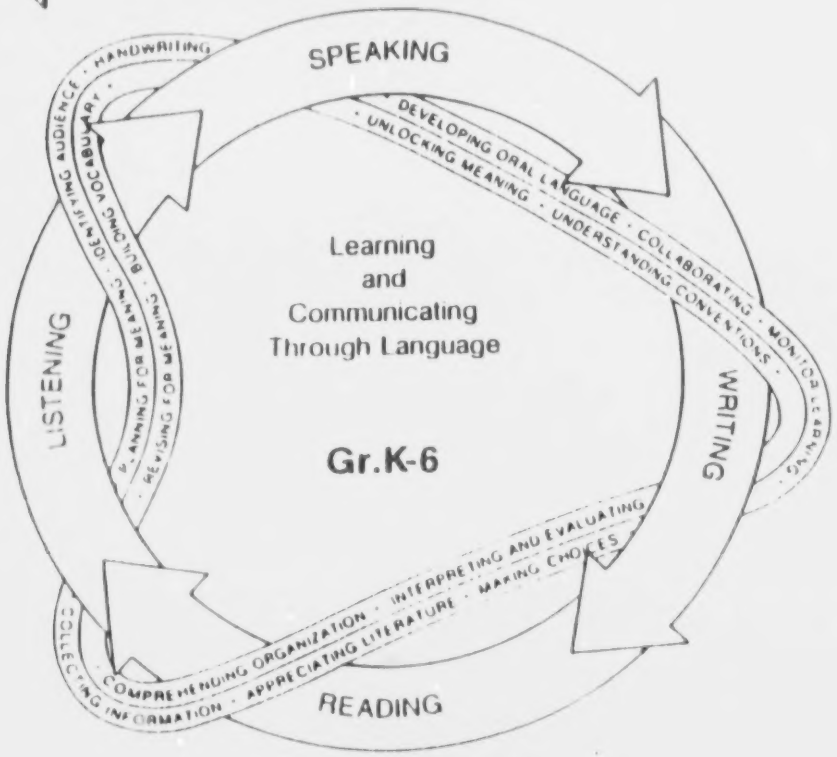
SETTING THE STAGE FOR WHOLE LITERACY



Mary Dill
Fairfax County Public Schools
Fairfax, Virginia

Listening — Speaking — Writing — Reading ★ ★ ★ ★ Listening



ROLLING VALLEY ELEMENTARY SCHOOL

PLAN FOR IMPLEMENTING THE INTEGRATED LANGUAGE ARTS PROGRAM OF STUDIES

TEAM

MARY M. DILL (PRINCIPAL)

JOAN CLEMMONS, 5TH GRADE TEACHER

DONNA LYNN ESTES, 1ST GRADE TEACHER

SUSAN HARRIS, LIBRARIAN

KAY HUSTON, ESL TEACHER

CARLEEN PAYNE, READING SPECIALIST

SUPPORT TEAM MEMBERS:

MARGARET BOONE, 1ST GRADE TEACHER

BEN FROMUTH, 4TH GRADE TEACHER

LOIS LAASE, 2ND GRADE TEACHER

Reading ★ ★ ★ ★ Listening — Speaking — Writing — Reading

YEAR ONE (1988-89)

Goals: June/August - December

Become familiar with the Integrated Language Arts Program of Studies. Implementation team attended four seminar sessions conducted by DIS. Each member of the team tried out teaching strategies that help to implement the POS.

*SEE ATTACHED

Goals: January - June

Continue with staff development and implementation of language arts POS.

YEAR TWO (1989-90)

Goals: Continue with staff development and implementation of language arts POS focus on:

- growing in knowledge of research base in language arts: professional library/articles
- integration of language arts with content areas: articles/inservices
- communicating language arts program to parents: PTA meeting/Back to School Nights/PTA Newsletter
- highlighting language arts and an integrated curriculum with a "Celebration of Learning" week
- utilize outside resources for continued professional growth
- develop professional library
- conduct a.m. mini-sessions: to discuss pertinent articles with staff/share ideas and concerns
- conduct a.m. mini-sessions: new/current books on children's literature

YEAR THREE (1990-91)

Goals: Continue with staff development and implementation of language arts POS focus on:

- growing in knowledge of research base in language arts: professional library/articles
- integration of language arts with content areas: articles/inservices
- communicating language arts program to parents: PTA meeting/Back to School Nights/PTA Newsletter
- highlighting language arts and an integrated curriculum with a "Celebration of Learning" week
- utilize outside resources for continued professional growth
- develop professional library
- conduct a.m. mini-sessions: to discuss pertinent articles with staff/share ideas and concerns
- conduct a.m. mini-sessions: new/current books on children's literature

ATTACHMENT-I

IMPLEMENTATION PLANS - LANGUAGE ARTS POS
ROLLING VALLEY ELEMENTARY

Date 1988	What We Want To Do	How We Will Accomplish This	Resources We Will Use	How We Will Evaluate Our Success
April 26	-Familiarize Staff with a Reading/Writing Classroom	Monday Inservice	Mary Glick 2nd Grade Teacher Cardinal Forest Elementary	Teacher response to inservice
May 26	-Familiarize Staff with new language arts POS	Thursday Staff Meeting	Bonnie Geer Area IV English Specialist	Teacher response to inservice
June 20	-Build background knowledge of what research is saying about the teaching of language arts	Teacher Summer Bag of articles to read about current research in language arts	Carleen Payne Reading Specialist	Teachers will read articles
Sept. 2	-Look at FCPS Language Arts POS	Staff Inservice	Language Arts Implementation Team-DIS Models of Sample Lessons	Teachers will become familiar with POS and concept of choice in reading and writing
	-Develop idea of choice in reading and writing		Carleen Payne Reading Specialist	
Sept. 12	-Discuss importance of read aloud	Staff Inservice	Susan Harris Librarian	Teachers will implement these concepts in classrooms
	-Develop concept of time and classroom management		Language Arts Implementation Team (Clemmons, Estes, Laase)	

IMPLEMENTATION PLANS - LANGUAGE ARTS POS
ROLLING VALLEY ELEMENTARY

Date 1988	What We Want To Do	How We Will Accomplish	Resources We Will Use	How We Will Evaluate Our Success
Sept. 19	-Present ways to assess and evaluate	Staff Inservice	Carleen Payne Reading Specialist	Teachers will use variety of techniques to assess/evaluate
	-Management techniques to assess and evaluate		Language Arts Implementation Team (Clemmons, Estes, Laase, Huston)	
Sept. 27	-Inform parents about integrated Language Arts program	Back To School Night	Classroom Teachers	Parent response
Sept. 28	-Book Talks on new children's literature	Mini-Inservice for Primary Teachers	Susan Harris Librarian	Teachers will use books in classroom
Oct. 17	-Continue to develop concept of time and choice	Inservice	Video: Time and Choice: Key Elements For Process Teaching	Teacher response
Nov. 2	-Inform parents about language arts program at our school	Evening PTA Meeting	Carleen Payne, Speaker Reading Specialist Video of Rolling Valley Students	Parent response
Nov. 14	-Develop concept of Cooperative Learning	Staff Inservice	Carole Riggs Area IV Reading Teacher	Teachers will begin to use Cooperative Learning in classroom
Nov. 16	-Book Talks on new children's literature	Mini-Inservice for Primary Teachers	Susan Harris Librarian	Teachers will use books in classroom

Plans for Remainder of Year One (January 1989 - June 1989)

Date 1989	What We Want To Do	How We Will Accomplish This	Resources We Will Use	How We Will Evaluate Our Success
JANUARY Jan. 19	-Present what a mini-lesson is	Staff Mini-Inservice	Language Arts Implementation Team (Boone, Clemmons, Fromuth, Huston, Payne)	Teacher response
FEBRUARY Feb. 13-17	-Celebration of Learning Week	Invention Convention Author's Conference First grade play Reading/ Writing/ Art/ Learning Displays	Staff	Student and parent response
Feb. 27	-Ways to respond to literature	Staff Inservice	Language Arts Implementation Team (Clemmons, Estes, Harris, Huston, Laase, Payne and Staff)	Teachers will share, learn and implement new ways to respond to literature
MARCH				

Plans for Remainder of Year One (January - June 1989)

Date 1989	What We Want To Do	How We Will Accomplish This	Resources We Will Use	How We Will Evaluate Our Success
APRIL April 24	-Present ways to develop information reading and writing	Staff Inservice	To be announced (outside resources)	Teachers will increase their repertoire of strategies for information reading and writing
MAY				
JUNE	-Assess implementation and direction of language arts program including staff needs and concerns	Survey staff	Questionnaire	Teacher response

FAIRFAX COUNTY
PUBLIC SCHOOLS

Rolling Valley Elementary School
6703 Barnack Drive
Springfield, Virginia 22152

FEATURES UNIQUE TO ROLLING VALLEY SCHOOL'S LANGUAGE ARTS IMPLEMENTATION:

- Our language arts implementation team was increased to include several staff members who have taken course work in reading/writing classrooms and/or have done study and conducted reading and writing workshops in their classrooms: Mrs. Boone - 1st grade teacher, Mrs. Laase - 2nd grade teacher, Mr. Ben Fromuth - 4th grade teacher.

- Language Arts Implementation team members frequently present ideas and support with the language arts program through team meetings. Principal, librarian, and reading specialist may also attend.

- Articles about language arts research and ways to teach language arts utilizing that research are given to staff every 3 weeks by reading specialist.

- PTA has increased its funding for staff attendance at conferences to develop language arts knowledge base.

- In-house staff observations of language arts implementation team members is supported, encouraged, and occurs.

- Worksheets are selectively used in our classrooms. Skills and strategies are taught through students' writing and reading.

- Monthly articles about language arts (written by reading specialist) appear in PTA newsletter.

- Increased the professional library and classroom collections of tradebooks. HBJ Basals and HBJ Odyssey Literature Series remain an option for classrooms use.

- Our staff is willing to learn and share with others -- a way to continue our own growth.

Mary M. Dill
Principal

ROLLING VALLEY LANGUAGE ARTS SURVEY

FAIRFAX COUNTY PUBLIC SCHOOLS

INDICATE THE GRADE(S) YOU TEACH: ___K-3 ___4-6 ___K-6

CHECK THOSE INSERVICES YOU HAVE FOUND HELPFUL THIS YEAR:

____Looking at FCPS Language Arts: Sample of a typical lesson; Concept of choice in reading and writing

____Importance of read-alouds; Concept of time and classroom management

____Ways to assess and evaluate; Management techniques to assess and evaluate

____Book talks on children's literature

____Time and Choice Video

____Cooperative Learning

____Mini-session: Mini-lessons in reading and writing

____Ways to respond to Literature

Comments: _____

_____

_____

Listed below are some activities to facilitate a reading-writing classroom. Indicate those you would like to know more about.

____Starting a reading/writing classroom

____Integrating the language arts with the content areas

____Information reading and writing

____Choice in reading and writing

____Writing in all subject areas

____Conducting book talks

____Mini-lessons: reading skills/strategies

____Mini-lessons: writing skills/strategies

____How to assess/evaluate

____Implementing choice in reading or writing

____Classroom management techniques

____Ways to respond to literature

____OTHER

Which activities would you find most helpful for a school-based staff development? Check below those that would be most effective.

____Demonstration lessons by reading teacher

____Opportunities for team coaching before or after school

____Mini-inservices (½hr.)

____Classroom visitations (You visit another classroom)

____Films, videos

____College credit course

____Inservices (1hr.)-Mon. p.m. (by staff/area resource people

____Opportunity to read articles and books with follow-up discussions (before or after school) - a very informal setting

HOW COMFORTABLE DO YOU FEEL ABOUT THE LANGUAGE ARTS PROGRAM YOU IMPLEMENTED THIS YEAR?

5 4 3 2 1

Very comfortable Comfortable Not at all comfortable

Carleen Payne
Mary Dill

Teacher_____ Class_____

ROLLING VALLEY LANGUAGE ARTS SURVEY SHEET

FAIRFAX COUNTY PUBLIC SCHOOLS

DO YOU . . .	YES	NO	FREQUENCY PER WEEK	OTHE
USE THE BASAL READER?				
USE TRADE BOOKS IN LIEU OF THE BASAL?				
USE LEARNING LOGS IN THE CONTENT AREAS?				
USE READING RESPONSE JOURNALS?				
CONDUCT BOOK TALKS WITH STUDENTS?				
ALLOW CHOICE IN:				
-READING?				
-WRITING?				
HAVE STUDENTS USE A READING FOLDER TO:				
-RECORD TITLES OF BOOKS READ?				
-RECORD MINI-LESSONS GIVEN?				
HAVE STUDENTS USE A WRITING FOLDER TO:				
-KEEP A LIST OF TOPIC CHOICES?				
-RECORD WRITING PROJECTS IN PROGRESS?				
-RECORD MINI-LESSONS GIVEN?				
MAINTAIN A PORTFOLIO OF STUDENT WORK IN:				
-READING?				
-WRITING				
USE THE ODYESSY LITERATURE BOOKS?				
PROVIDE FOR AN UNINTERRUPTED SILENT READING PERIOD?				
DO YOU MAINTAIN RECORDS FOR READING AND WRITING ASSESSMENT BY: (Check those that apply)				
-ANTECDOTAL RECORDS?				
-CHECKLISTS OF RDG/WRIT BEHAVIORS?				
-PERFORMANCE SAMPLES?				
-ORAL OR WRITTEN INTERVIEWS?				
-STUDENT CONTRACTS?				
-STUDENT CONFERENCES FOR:				
°GOAL SETTING?				
°SELF-EVALUATION?				
-HBJ PERIODIC TESTS?				

PLEASE ATTACH A XEROXED COPY OF ONE OF YOUR RECORDS FOR ONE STUDENT IN READING AND ONE STUDENT IN WRITING.

NAME TWO WRITING MINI-LESSONS YOU'VE TAUGHT — MATERIALS USED TO TEACH

_____ _____

_____ _____

NAME TWO READING MINI-LESSONS YOU'VE TAUGHT — MATERIALS USED TO TEACH

_____ _____

_____ _____

ON THE BACK OF THIS SHEET RANK YOUR STUDENTS IN ORDER FROM THE HIGHEST-LOWEST.

Carleen Payne
Mary Dill

ROLE OF THE READING SPECIALIST AS READING RESOURCE TEACHER:
From Pull-Out To Pull-In

Why A Resource Role?

Research has shown that we need to rethink the traditional role of the reading specialist for the following reasons:

-There is a lack of communication on the part of the classroom teacher and remedial reading teacher...neither knows what the other is doing!

-The classroom teacher and the remedial reading teacher frequently utilize different teaching strategies which do not complement each other and serve to confuse the student.

-Student's self-esteem is lowered when s/he is pulled out for remedial help.

-Students frequently miss out on instructional time while out for the pull-out program.

REFERENCES:

Allington, Richard L. & Broikou, Kathleen A. "Development of Shared Knowledge: A New Role for Classroom and Specialist Teacher." Reading Teacher, Vol. 41, (April 1988), pp. 806-811.

Allington, Richard L. & Shake, Mary C. "Remedial Reading: Achieving Curricular Congruence in Classroom and Clinic." Reading Teacher, Vol. 39 (March 1986), pp. 648-654.

Bean, R.M. & Eichelberger. "Changing the Role of Reading Specialists: From Pull-Out to In-Class Programs." Reading Teacher, Vol. 38 (March 1985), pp. 648-653.

Perez, Kathy & Pedron, Nadine. "Building Bridges Over Fences: Specialist/Generalist Collaboration." The California Reader, Vol. 24 (Fall 1990), pp. 2-4.

As A Resource Person

-Provides enrichment and support to the curriculum for all learners.

-Monitors and supports the progress of the student at risk within the context of the classroom.

-Provides intructional materials to support an integrated language arts curriculum.

In The Classroom

-Models reading and writing strategies from the integrated language arts program of studies (curriculum guide).

-Integrates content areas of learning with language arts.

-Implements a program for study and test-taking skills.

-Works with small groups, individuals, or the whole class.

-Utilizes the classroom teacher as an active participant in the lesson.

Planning With The Teacher

-Always meets before classroom visits to determine instructional focus.

-Provides an opportunity to share knowledge and build on each other's strengths.

Schedule

-Visits all classrooms (K to 6), including special education classes.

-Plans a weekly instructional time for one classroom from each grade level, three times per week for forty-five minutes (classes are made up when missed).

In The School

-Shares pertinent articles on language arts with the staff.

-Plans and conducts inservices for staff and parents.

-Serves as chairperson of the school language arts team.

-Writes a monthly column with a language arts focus for the PTA Newsletter.

-Evaluates students at teacher request.

-Plans and coordinates school publications: student newspaper and literary magazine.

-Initiates and implements special literary celebrations: young author's conference, book brunches, reading incentive programs.

-Oversees the Publishing Center with support from parent volunteers.

Other Duties

-Serves with the principal as school test coordinator.

-Participates as a member of the local screening and child study committees.

Carleen Payne
Centre Ridge Elementary School
Fairfax County Public Schools, Virginia

SAMPLE LESSONS - READING RESOURCE TEACHER

STRATEGY LESSONS: WHAT GOOD READERS DO
WHAT GOOD WRITERS DO

EXPLORING GENRE: TALL TALES, FABLES, FAIRY TALES, MYSTERY, ETC.

CONDUCTING BOOK TALKS/READING CONFERENCES

WRITING READING RESPONSE JOURNAL ENTRIES

STRATEGIES FOR USING BIG BOOKS

ORGANIZING READING/WRITING WORKSHOPS

INTEGRATING LANGUAGE ARTS WITH THE CONTENT AREAS: K.W.L. (WHAT WE KNOW, WHAT WE WANT TO KNOW, WHAT WE LEARNED), DATA RETREIVAL CHARTS, INFORMATION READING AND WRITING, PREDICTION GUIDES, ETC.

MODELING THE 4-STEP WRITING PROCESS

EXPLORING COOPERATIVE LEARNING STRATEGIES

DEVELOPING WORD ATTACK SKILLS

UTILIZING GRAPHIC ORGANIZERS TO UNDERSTAND STORY STRUCTURE

DEVELOPING VOCABULARY STRATEGIES

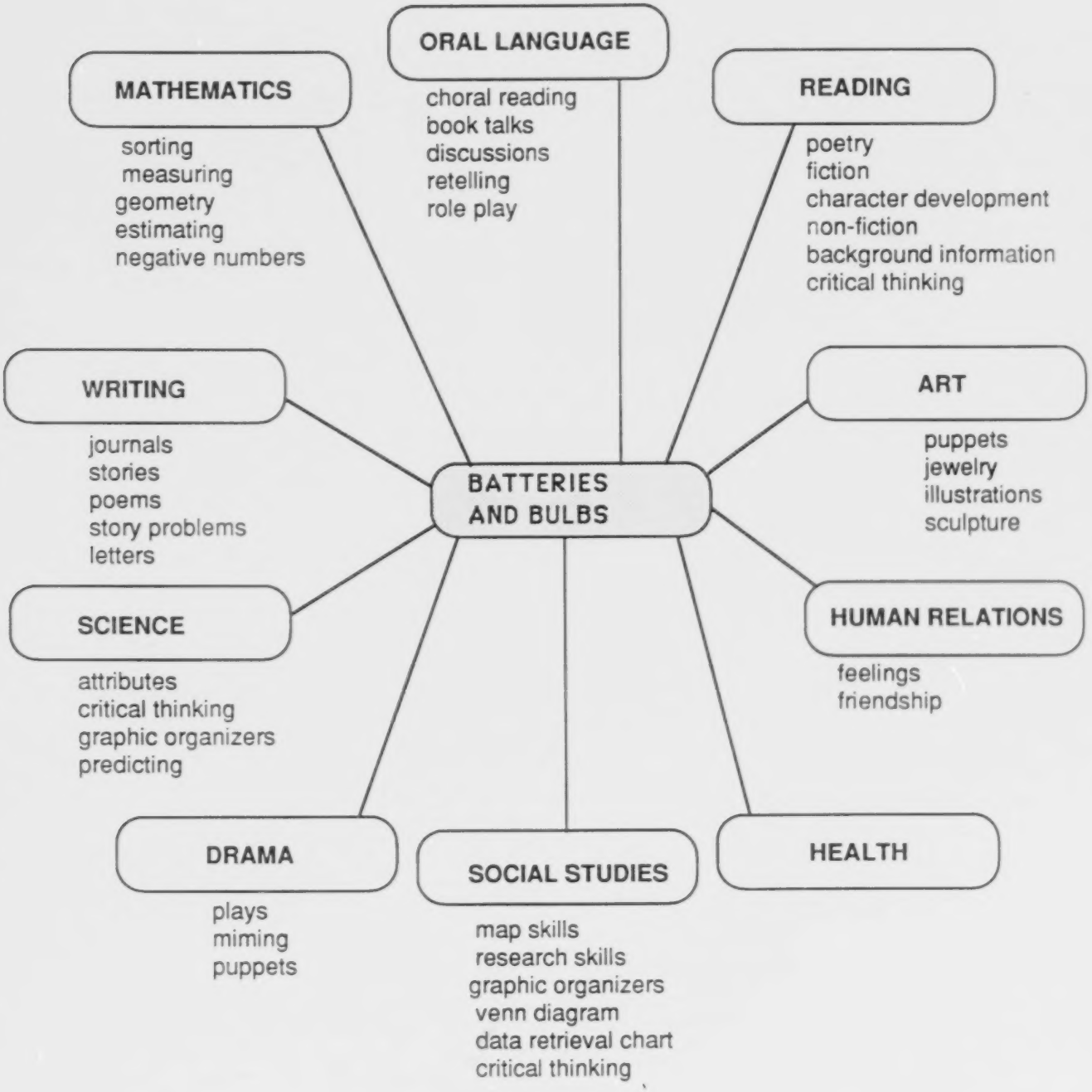
Carleen Payne
Centre Ridge Elementary School
Fairfax County Public Schools, Virginia

READING RESOURCE SCHEDULE

	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:45	12:45-1:30	1:30-2:15	2:15-3:00	3:00-?
MONDAY	2nd Grade	Kdgn. a.m. (Abruzzino)	Kdgn. p.m. (Lynch)	LUNCH PLANNING	EARLY CLOSING ----------	----------	→	
TUESDAY	2nd Grade	1st Grade	5th Grade + LDSC		SCA	TESTING	4th Grade + LDSC	SCHOOL NEWSPAPER
WEDNESDAY	Kdgn. a.m. (Lynch)	1st Grade	5th Grade + LDSC		6th Grade + LDSC	3rd Grade	4th Grade + LDSC	SPECIAL PROJECTS
THURSDAY	2nd Grade	1st Grade	5th Grade + LDSC		6th Grade + LDSC	3rd Grade	TESTING	SPECIAL PROJECTS
FRIDAY	LOCAL SCREENING COMMITTEE ------- →			↓	6th Grade + LDSC	3rd Grade	4th Grade + LDSC	SPECIAL PROJECTS

Carleen Payne
Centre Ridge Elementary School
Fairfax County Public Schools, Virgin

PLANNING WEB FOR THE STUDY OF BATTERIES



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Fairfax County Public Schools
Fairfax, Virginia

EMPOWERING THE LEARNER THROUGH BATTERIES AND BULBS

SCIENCE

UNIT DESCRIPTION

Batteries and bulbs is an introduction to the study of electricity. Investigations with simple circuits using flashlight batteries, small bulbs, and wire are followed by more complex circuits involving several bulbs and dry cells. Students learn to read and draw schematic circuit diagrams and to solve "hidden circuit" problems.

UNIT OBJECTIVES

- Form a circuit to light a bulb using a battery and wire.
- Investigate how a light bulb works.
- Read and draw schematic ciruit diagrams using previously agreed upon symbols.
- Verify predictions through experiments and generate simple rules to explain the behavior observed.
- Test a variety of substances for conductivity.
- Construct and compare series and parallel circuits.
- Demonstrate skill in creating and constructing simple apparatus.
- Make meaningful written and pictorial records of observations.

GETTING STARTED

Introduce batteries and bulbs to the students by introducing the students to a wide variety of books related to electricity - include fiction, non-fiction and biographies of inventors.

Build background knowledge by developing a KWL chart. List everything the children already know about batteries on a chart. Later, the children will list what they want to know about batteries and bulbs on another chart. As the unit progresses the students write on the chart the information they learn -- K (What we know) W (What we want to find out) L (What we learned) See Appendix.

Immerse the students in information about batteries and bulbs and electricity. Display a variety of material (books, pictures, toys, etc.) and allow time for the students to explore the material.

READING

- Use the book Dear Mr. Henshaw, by Beverly Cleary as a springboard for this unit.
- Read aloud a biography on Thomas Edison. Have the children read different versions of Thomas Edison and use a Venn Diagram (see Appendix) to compare and contrast the books.
- Study the characteristics, traits, and attributes Thomas Edison had. Students will develop their own fictional character using some of these characteristics.
- Read aloud non-fiction books, poetry, and mini-page from local newspaper.
- Use what the students are reading to teach reading skills and strategies: cause and effect, summarizing, main idea, and quotations.
- Use graphic organizers after reading or to teach strategies.
- Develop vocabulary using vocabulary prediction sheets.

DonnaLynn Estes, Fairfax County Public Schools, Fairfax, Virginia

WRITING

- Make entries in learning logs based on books which students read as well as those that were read aloud.
- Research skills are taught with the help of the librarian-media specialist. Skills include: using card catalogue, encyclopedia, indexes, summarizing and note taking.
- Research information and complete the data retrieval chart using skills taught in previous lessons.
- Include vocabulary words on individualized spelling lists.
- Write dialogue poetry.
- Using their knowledge of batteries, circuits, etc., students write a mystery story.

MATH

- Read the following scenario:

  It is the year 2050. Technology has advanced so much that the base two system that was used in the battery (positive and negative) back in the twentieth century is no longer useful. In your group, design a new system that will be more appropriate for your needs. What will your symbols be? How will you convince the public to switch to your new system?

- Sort conductors and non-conductors into groups of like attributes.
- Measure connecting wires used for circuits, i.e., cm and inches.
- Relate parallel circuits to parallel lines in geometry.
- Estimate the number of batteries needed to light a 150 watt bulb.
- Relate positive and negative numbers to the positive and negative terminals of a battery.

DonnaLynn Estes, Fairfax County Public Schools, Fairfax, Virginia

DRAMA AND ORAL LANGUAGE

- Read as a choral group, poems: "Nancy Hanks" and "My Invention".
- Talk about books in reading conferences.
- Share students' projects made as a response to a data retrieval chart, e.g.,dioramas, bag-its, can-its, poems, songs, plays, overhead projector filmstrips,etc.
- Participate in small and large group discussions.
- Role play with a partner; discuss how a circuit works.
- Retell the story.

ART

- Illustrate writings.
- Create murals to explain a new invention to a company using base two systems.(See Math).
- Create a sculpture which uses batteries and bulbs in their design.
- Create jewelry, cards, hair pins, etc., which require batteries and bulbs.
- Create a bulletin board that incorporates poems written by students.

SOCIAL STUDIES

- Read secret language of batteries using map skills.
- Research inventors.
- Use graphic organizer to help students organize their thoughts in writing biographies.

DonnaLynn Estes, Fairfax County Public Schools, Fairfax, Virginia

CULMINATING ACTIVITY

- Circuit Week.
- Students divide into groups and rotate to different centers. At each center children apply their knowledge of electricity to create a working circuit. Centers include a doll house that needs to be wired for lights, an alarm system, i.e. lunch box as in Dear Mr. Henshaw, a flashlight, telephone, and toys that run on batteries.

DonnaLynn Estes, Fairfax County Public Schools, Fairfax, Virginia

SUGGESTED BOOKS

Poetry

Stephen Benet, "Nancy Hanks,"Book of Americans.

Stephen Benet, "William Wright and Orville Wright,"Book of Americans.

Shel Silverstein, "My Invention," Where the Sidewalk Ends.

Inventors - Collective and Individual

Quackenbush, Robert. Watt Got You Started, Mr. Fulton: A Story of James Watt and Robert Fulton (4-5).

Richards, Norman. Dreamers and Doers: Inventors Who Changed The World (6-8).

Shippen, Katherine B. Mr. Bell Invents the Telephone (3-8).

Cousins, Margaret, The Story of Thomas Alva Edison (4-6).

Lampton, Christopher, Thomas Alva Edison (4-7).

Quackenbush, Robert. What Has Wild Tom Done Now? A Story of Thomas Alva Edison (3-4).

Savin, Louis. Thomas Alva Edison: Young Inventor (3-5).

Magnetism and Electricity

Ardley, Neil. Discovering Electricity (3-5).

Asimov, Isaac. How Did We Find Out about Superconductivity? (5-7).

Bailey, Mark W. Electricity (2-4).

Bains, Rae. Discovering Electricity (1-3).

Berger, Melvin. Switch On, Switch Off (K-3).

Branley, Franklyn M., and Eleanor K. Vaughn. Mickey's Magnet (K-3).

Cosner, Sharon. The Light Bulb (4-6).

Kirkpatrick, Rena K. Look at Magnets (K-2).

Whyman, Kathryn. Sparks to Power Stations (3-7).

DonnaLynn Estes, Fairfax County Public Schools, Fairfax, Virginia

PLANNING WEB FOR THE STUDY OF BEARS

Lois L. Laase
Fairfax County Public Schools
Fairfax, Virginia

BEARS

ENGAGING THE LEARNER IN WHOLE LITERACY: AN IMMERSION APPROACH

GETTING STARTED

Use the book, Ira Sleeps Over by Bernard Waber, as a springboard to develop the ongoing unit on bears.

BUILDING BACKGROUND KNOWLEDGE

--Immerse the students in information about bears:
  -read aloud fiction books about bears,
  -read aloud non-fiction books about bears,
  -view videos about bears,
  -study pictures of bears.

--List, on a silhouette of a bear, everything the children know about bears. Later a second silhouette will be used to list what they want to learn about bears. As the study ends a third silhouette will be completed with information they learned. (KWL-What We Know, What We Want to Find Out, What We Learned) See Appendix for a sample.

READING

--Read aloud books with bears as characters. (See suggested book list.)
--Read aloud articles and non-fiction books about bears. (See suggested book list.)
--Read aloud poetry about bears.
--Provide fiction and non-fiction books for students' own reading.
--Make a venn diagram, after reading Not This Bear by Bernice Myers, comparing bears and people.
--Study homonyms beginning with the words bear and bare.
--Use what the students are reading to teach reading skills and strategies: reading for meaning, fact or fiction, summarizing, reading unfamiliar words, etc.

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WRITING

--Write and publish class book of stories about a make believe bear. Students develop, as a group, a story line around which all the stories are based. Use Paddington, Winnie-the-Poon, Berenstain Bears as examples.
--Write mathematical story problems about bears.
--Write cinquains.
--Write dialogue poetry using a familiar bear poem as a base.
--Write a letter from Corduroy (Corduroy by Don Freeman) to his animal friends back in the department store.
--Write and publish a bear story using paper in the shape of a teddy bear.
--Write responses to stories read aloud to class or to books students read in their reading logs.

MATHEMATICS

--Make a life size graph of the height of the different bears.
--Use a scale, e.g., one inch equals one foot, to make a graph of the height of the different bears.
--Write story problems about bears.
--Teach ordinals by locating/describing a specific bear in a line of teddy bears.
--Use fractions in recipes when cooking bear claws or other special bear foods for Teddy Bear Picnic.

SOCIAL STUDIES

--Use a map of the world to locate continents where bears live.
--Teach research skills through the technique of looking for information that answers one specific question or subject area, writing down the information that relates to that question or area, as well as writing down what they think about the information. See Appendix for sample.
--Use cooperative groups to develop a data retrieval chart. See Appendix for sample.
--Use information from the data retrieval chart to complete a bear and a non-bear (polar bear and koala) Venn diagram.
--Use information from the data retrieval chart to compare and contrast two bears.

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SCIENCE AND HEALTH

--Compare the eating habits of bears.
--Understand that what bears eat relates to where they live.
--Relate the Elementary School Science (ESS) unit on Attributes and Shapes to the attributes of bears.
--Discover, through reading, the different ways bears hibernate and/or if they hibernate.
--Learn the names of the different bears and why some are non-bears (koala and panda).
--Discover the impact man's development of the bears' habitat has on ecology.

DRAMA AND ORAL LANGUAGE

--Mime how Corduroy (Corduroy, Don Freeman) looked as he went up the escalator or as he jumped on the bed.
--Act out I'm Going On a Bear Hunt, Sandy Swulich.
--Read, as a choral group, favorite bear poems, e.g., Mr. Bear, Babs Bell Hajdusiewicz or One-Eyed Teddy, Robert D. Hoeft.
--Use the paper bag puppets made in art to create bear puppet shows.
--Share a fiction book through a Bear Bag Talk. (Outside of paper bag is decorated in the theme of the book. Inside the bag the student has props relating to the story. These props will be shared during the book talk.)
--Share in small and large group discussions.

ART

--Use lunch bags and construction paper to make bear puppets.
--Use papier mache to make a life size bear as a room mascot.
--Use markers, crayons and other media to illustrate writings.
--Use large grocery bags to make Bear Bags (see Drama/Oral Language).

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HUMAN RELATIONS

--Invite school counselor to work with children on the concept of friendship.
--Discuss, after reading Ira Sleeps Over, Bernard Waber, how it feels to be away from home.
--Prepare, after reading Ira Sleeps Over, Bernard Waber, an overnight bag that contains a teddy bear, a blanket, and a journal. Send the bag home with a different child each day. Encourage the students to write in the bear's journal.
--Give out lots of bear hugs.

CULMINATING ACTIVITY

--Invite parents and school personnel to a teddy bear picnic. Student committees (food, invitations, activities, room arrangement) make all the plans. Include room parents in the planning. Activities include bear trivia (children ask each other questions about bears), sharing students' bear stories, solving the math problems the students wrote, making salt and flour bears, cooking bear foods, and ending with a Teddy Bear picnic with the invited guests and children sitting on the classroom floor.

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SUGGESTED BOOKS AND ARTICLES RELATING TO BEARS

ARTICLES

"Bears," Zoobooks, March 1986
"Giant Pandas," Zoobooks, August 1986
"Giant Pandas," Special Edition, Zoogoer, September-October 1984
"Polar Bears," Zoobooks, November 1987
"The Bear Truth," Mark Frankel, Zoogoer, January-February 1986
"The Bear Facts," John Grossman, Contact, November 1990
"The Vicks Trick," Julie Lalo, Ranger Rick, June 1989
"Welcome the Bears Home," Bob Gooch, Virginia Wildlife, December 1989

BOOKS

A Pocket for Corduroy, Don Freeman
A Gift-Bear for the King, Carl Memling
A Black Bear's Story, Emil E. Liers
Alphabears, An ABC Book, Kathleen Hague
Baby Bear and the Long Sleep, Andrew Ward
Baby Bears and How They Grow, Jane Heath Buxton
Bear Cub, Ann Nolan Clark
Bear's Magic, Carla Stevens
Bearman: Exploring the World of Black Bears, Laurence Pringle
Bears, Norman.S. Barrett
Bears Live Here, Irmengarde Eberle
Benny and the Bear, Barbee Carelton
Berenstain Bears and the Messy Room, Stanley Berenstain
Bertie and the Bear, Pamela Allen
Big Bear, Spare that Tree, Richard Margolis
Big Bad Bear, Zula Todd
Breakfast Time, Ernest and Celestine, Gabrielle Vincent
Buzzy Bear and the Rainbow, Dorothy Marino
Buzzy Bear's Winter Party, Dorothy Marino
Corduroy, Don Freeman
Father Bear Comes Home, Else Holmelund Minarik
Fix It, David McPhail
Goldilocks and the Three Bears, Janet Stevens
Good As New, Barbara Douglass
Happy Birthday Moon, Frank Asch
Here Come the Bears!, Alice E. Goudey
I'm Going on a Bear Hunt, Sandy Sivulich
I'm King of the Castle, Shigeo Watanabe
Ira Sleeps Over, Bernard Waber
Koala, Caroline Arnold
Little Old Bear, Hilda Van Stockum
Little Bear's Visit, Else Holmelund Minarik

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Little Bear's Friend, Else Minarick
Moon Bear, Frank Asch
Not This Bear!, Bernice Myers
Nubber Bear, William Lipkind
Paddington at the Tower, Michael Bond
Paddington at the Circus, Michael Bond
Paddington's Garden, Michael Bond
Pandas, Donna K. Grosvenor
Snow on Bear's Nose: A Story of a Japanese Moon, Jennifer Bartoli
Springtime Bears, Cathy Warren
Teddy Bears Moving Day, Susanna Gretz
The First Book of Bears, Robert Whitehead
The Bear's Bicycle, Emilie Warren McLeod
The Bear Family, George F. Mason
The Mighty Bears, Robert M. McClung
The Three Bears, Margaret Hillert
The Year of the She-Grizzly, Jane & Paul Annixter
The Bear's Bicycle, Emilie McLeod
The Mighty Bears, Robert McClung
The Biggest Bear, Lynd Ward
The Big Honey Hunt, Stanley Berenstain
The Bear Who Saw The Spring, Karla Kuskin
This is the Bear, Sarah Hayes
What's the Matter with Carruthers?, James Marshall
Where are you, Ernest and Celestine?, Gabrielle Vincent
Winnie the Pooh, A.A. Milne
Wish Again, Big Bear, Richard Margolis

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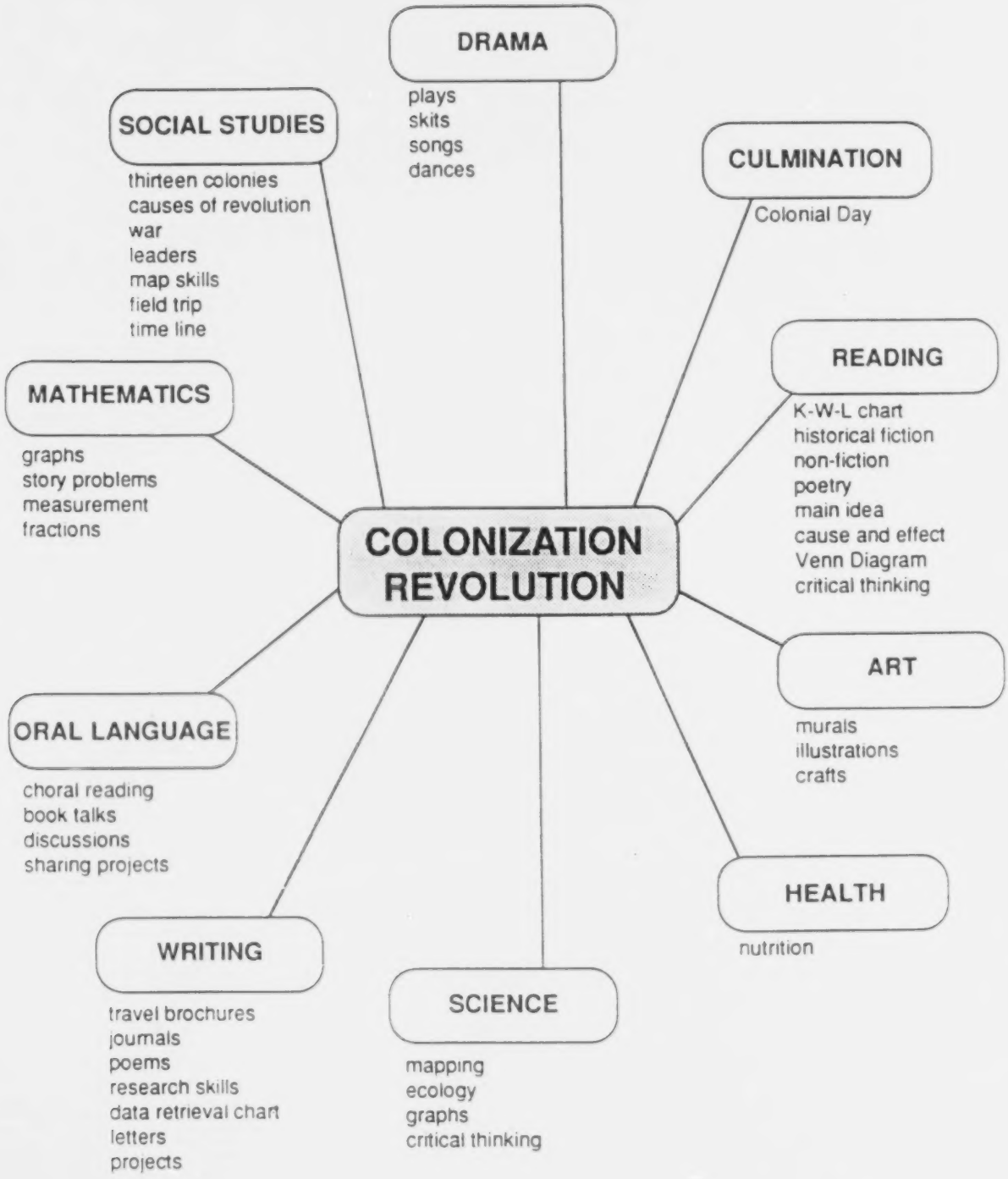
AMERICAN COLONIZATION AND REVOLUTION



AMERICAN COLONIZATION AND REVOLUTION:
IMMERSION IN WHOLE LITERACY

SOCIAL STUDIES

OBJECTIVES: Upon completion of this unit students will be able to do the following:

-Identify important developments during the colonial period in the New England, Middle, and Southern colonies including puritanism and the growth of self government.
-Describe what life was like in the colonies.
-Describe the characteristics and achievements of American leaders of the colonial and revolutionary period.
-Identify causes and results of the American Revolution.

CONTENT OUTLINE

I. Southern colonies
   A. Geography
   B. Economy
   C. Population
   D. Government
   E. Education
II. Middle colonies
   A. Geography
   B. Economy
   C. Population
   D. Government
   E. Education
III. New England colonies
   A. Geography
   B. Economy
   C. Population
   D. Government
   E. Education
IV. Trouble in the colonies
   A. French and Indian War
   B. Stamp Act
   C. Townshend Acts
   D. Boston Massacre
   E. Boston Tea Party
   F. Lexington and Concord
V. The Revolutionary War
   A. Patriots and loyalists
   B. Battle of Bunker Hill
   C. Declaration of Independence
   D. Victory at Trenton
   E. Help from Europe
   F. Victory at Yorktown

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VI. Leaders of the colonial and revolutionary period

A. John Smith
B. William Bradford
C. Roger Williams
D. William Penn
E. Samuel Adams
F. John Hancock
G. Patrick Henry
H. George Mason
I. Benjamin Franklin
J. Thomas Jefferson
K. George Washington

Source: Fairfax County Public Schools Fifth Grade Social Studies Program

GETTING STARTED

-Introduce the area of study to the students by visiting the library and listening to the librarian give book talks on historical fiction, biographies, and non-fiction books about the period. Students select books for reading.
-Develop a K-W-L chart to help the students access the knowledge they already have and to promote interactive reading. List on the chart everything the children already know about the American colonies. (Later in the unit make another chart listing what they know about the causes of the American revolution.) Then list what they want to learn about the colonies. As the unit progresses, the students write on the chart the information they learn -- K (What We Know) W (What We Want to Find Out) L (What We Learned).
-Immerse the students in information about the period. In the classroom display a variety of materials related to the colonial and revolutionary period and allow time for students to peruse the materials. Read aloud to the students fiction and non-fiction books about the period.

READING

-Read aloud fiction and non-fiction books, poetry, and articles about the period.
-Provide fiction and non-fiction books, poetry, and articles about the period for the children to read.
-Using the materials that the students are reading, teach reading skills and strategies: main idea/supporting details, cause and effect, fact and opinion, and summarizing.
-Study how setting influences plot and study the use of conflict in plot development in any of the following historical fiction novels: The Witch of Blackbird

Pond, Johnny Tremain, My Brother Sam Is Dead, and The Fighting Ground.
-Use any of the above mentioned novels to study character development.
-Use Colonial Living by Edwin Tunis as a source of information as well as a springboard to the study of the writing styles of authors. (His descriptions contain vivid imagery.)
-Read selected stories dealing with the period from the basal and literature series.
-Make a Venn diagram after reading stories and viewing videos comparing and contrasting Benjamin Franklin and Benjamin Banneker.
-Make Venn diagrams to compare and contrast the different colonies and to compare and contrast some aspect of life in the colonies to life today (e.g. schools and chores of the children).
-Teach students how to read in the content areas.
-Read the textbook.
-Develop vocabulary with meaningful activities such as vocabulary prediction worksheets and vocabulary webs. In developing a vocabulary web have the students brainstorm all the words they can which are related to the central theme (colonies or American revolution). As the words are generated, attempt to arrange them under appropriate headings. Continue to brainstorm and rearrange the words until the web reflects all ideas and thoughts which the students can elicit. Copy the web onto a large piece of paper so that students can refer to it as they study the unit.
-Read the Mayflower Compact and the Declaration of Independence and identify the main ideas of each.
-Read maps pertinent to the period.

WRITING

-Write responses to books read.
-Write in learning logs.
-With the assistance of the librarian, teach research skills: using card catalogue, encyclopedia, indexes, table of contents; summarizing; notetaking; outlining; and writing a bibliography.
-Have students choose topics of interest or questions from the K-W-L chart to research. In cooperative groups they use the research skills to develop data retrieval chart(s).
-Give students a choice of writing activities to share the information in the data retrieval chart(s): letters, learning log entries, skits, plays, dramatizations, poetry, newspaper or magazine articles, editorials, cartoons, debates, interviews, board games, puppet shows, diaries, time lines, reports, essays, biographies, and videotapes. The students use the four

step writing process and work individually or in cooperative groups to develop the above activities.
-Write mathematical story problems dealing with the field trip to Philadelphia or using information learned about the period.
-Include vocabulary words on individualized spelling lists.
-Create travel brochures after a field trip to Philadelphia or after viewing a video of historical Philadelphia.
-Develop a time line of important events.
-Students, individually or in cooperative groups, create their own colony, describing its geography, economy, government, schools, famous people, etc.
-Write invitations to parents inviting them to the productions of their plays and music.
-Write a class cookbook of recipes used in preparing food for the Colonial Day lunch.

MATHEMATICS

-Determine distances between colonies, settlements, cities, etc., on maps using map scales.
-Write and solve story problems dealing with the field trip to Philadelphia (e.g. time, rate, distance, and money). Publish them in a booklet. Students solve other students' problems.
-Create and solve problems using the time line.
-Use fractions in recipes when cooking hardtack and cornbread for the Colonial Day lunch.
-Use measurements in sewing samplers.
-Use measurements in outlining size of the Mayflower.
-Use measurements in making flags for the mural.
-Gather data and make graphs of population growth and exports of the colonies.
-Write and solve problems about population growth and exports of colonies.

SCIENCE AND HEALTH

-Relate the Elementary School Science (ESS) unit on mapping to the study of maps of colonial America.
-Compare the environment of colonial America to today's and study the effect man's development of the country has had on the ecology.
-Create and study graphs of population growth and exports of the colonies.
-Discover, through reading, the kinds of foods the colonists ate.
-Plan a balanced menu of foods from the four food groups to serve on Colonial Day. Using the recipes, analyze the nutrients contained in those foods.

Joan Clemmons, Fairfax County Public Schools, VA

DRAMA AND ORAL LANGUAGE

-Read, as a choral group, poems: "Paul Revere's Ride," "That Spells Washington," and "Washington at Valley Forge."
-Perform student written plays and music of the period.
-Perform skits and puppet shows written by students as a way to share their research with the class.
-Talk about books read in reading conferences.
-Share various projects made as a response to literature read (e.g. diaries of characters, letters to/from leaders of the period, character descriptions, dioramas, bag-its, comic strips, and poems).
-Participate in small and large group discussions.

ART

-Illustrate travel brochures, math booklets, and other writings.
-Create samplers using a variety of stitches.
-Create murals depicting life in different colonies.
-Create a mural for a bulletin board that incorporates student written poems.
-On Colonial Day create colonial crafts (e.g. tin punch, rag dolls, hornbooks, dipped candles, cross stitch designs, and quilt squares).

CULMINATING ACTIVITY

-Hold a Colonial Day in which students dress in period costume, replicate colonial crafts, play colonial games, enjoy a colonial lunch, perform the Virginia Reel, sing period songs, and perform student written plays. Parent volunteers assist the teacher with the crafts and games in the morning and help serve the colonial lunch. Parents are invited to attend the plays and musical program in the afternoon.

SUGGESTED RESOURCES

Alderman, Clifford L. The Story of the Thirteen Colonies

Asimov, Isaac. "Ben Franklin Changes the World"

Avi. The Fighting Ground

Benchley, Nathaniel. George the Drummer Boy

Benchley, Nathaniel. Sam the Minuteman

Benet, Rosemary and Stephen Vincent. A Book of Americans

Bliven, Bruce. The American Revolution

Blos, Joan. A Gathering of Days: A New England Girl's Journey

Carter, Alden R. At the Forge of Liberty

Carter, Alden R. Birth of the Republic

Carter, Alden R. Colonies in Revolt

Carter, Alden R. Darkest Hours

Clapp, Patricia. I'm Deborah Sampson: A Soldier in the War of the Revolution

Clinton, Susan. The Story of the Green Mountain Boys

Clyne, Patricia. Patriots in Petticoats

Cobblestone, the History Magazine for Young People

Collier, James. My Brother Sam Is Dead

Cook, Fred. The Golden Book of the American Revolution

Dalgliesh, Alice. The Courage of Sarah Noble

Daugherty, James. The Landing of the Pilgrims

DeLage, Ida. Pilgrim Children Come to Plymouth

Dobler, Lavinia and Edgar Toppin. "He Reached for the Stars"

Edmonds, Walter The Matchlock Gun

Finlayson, Ann. Rebecca's War

Fisher, Leonard E. The Schoolmasters

Forbes, Esther. Johnny Tremain

Foster, Genevieve. The World of Captain John Smith

Fradin, Dennis B. The New Hampshire Colony

Fradin, Dennis B. The New York Colony

Fradin, Dennis B. The Pennsylvania Colony

Fradin, Dennis B. The Thirteen Colonies

Fritz, Jean. And Then What Happened, Paul Revere ?

Fritz, Jean. Can't You Make Them Behave, King George ?

Fritz, Jean. The Double Life of Pocahontas

Fritz, Jean. What's the Big Idea, Ben Franklin ?

Fritz, Jean. Where Was Patrick Henry on the 29th of May?

Fritz, Jean. Who's That Stepping on Plymouth Rock ?

Fritz, Jean. Why Don't You Get a Horse, Sam Adams ?

Fritz, Jean. Will You Sign Here, John Hancock?

Graff, Polly. Bread and Butter Indians

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Griffin, Judith. Phoebe and the General
Hays, Wilma. The Scarlet Badge
Jackson, Shirley. The Witchcraft of Salem Village
Kent, Zachary. The Story of the Salem Witch Trials
Knight, James E. Blue Feather's Vision: The Dawn of Colonial America The first of a 10-volume set on Colonial America.
Langdon, William. Everyday Things in American Life
Lawson, Robert. Mr. Revere and I
Lobel, Arnold. On the Day Peter Stuyvesant Sailed into Town
Loeper, John J. Going to School in 1776
Longfellow, Henry Wadsworth. "Hiawatha"
Longfellow, Henry Wadsworth. "Paul Revere's Ride"
McGovern, Ann. If You Lived in Colonial Times
McGovern, Ann. If You Sailed on the Mayflower
Marrin, Albert. Struggle for a Continent: The French and Indian Wars 1690-1760
Meadowcraft, Enid. Silver for General Washington
Meltzer, Milton. The American Revolutionaries
Payne, Elizabeth. Meet the Pilgrim Fathers
Rappaport, Doreen. The Boston Coffee Party
Reische, Diana. Founding the American Colonies
Richards, Norman. The Story of the Mayflower Compact
Richter, Conrad. Light in the Forest
Sewall, Marcia. The Pilgrims of Plimoth
Siegel, Beatrice. Fur Trappers and Traders: The Indians, the Pilgrims, and the Beaver
Siegel, Beatrice. A New Look at the Pilgrims: Why They Came to America
Spear, Elizabeth. Life in Colonial America
Spear, Elizabeth. The Sign of the Beaver
Spear, Elizabeth. The Witch of Blackbird Pond
Tunis, Edwin. Colonial Living
Tunis, Edwin. Colonial Craftsmen: The Beginning of American Industry
Tunis, Edwin. The Tavern at the Ferry

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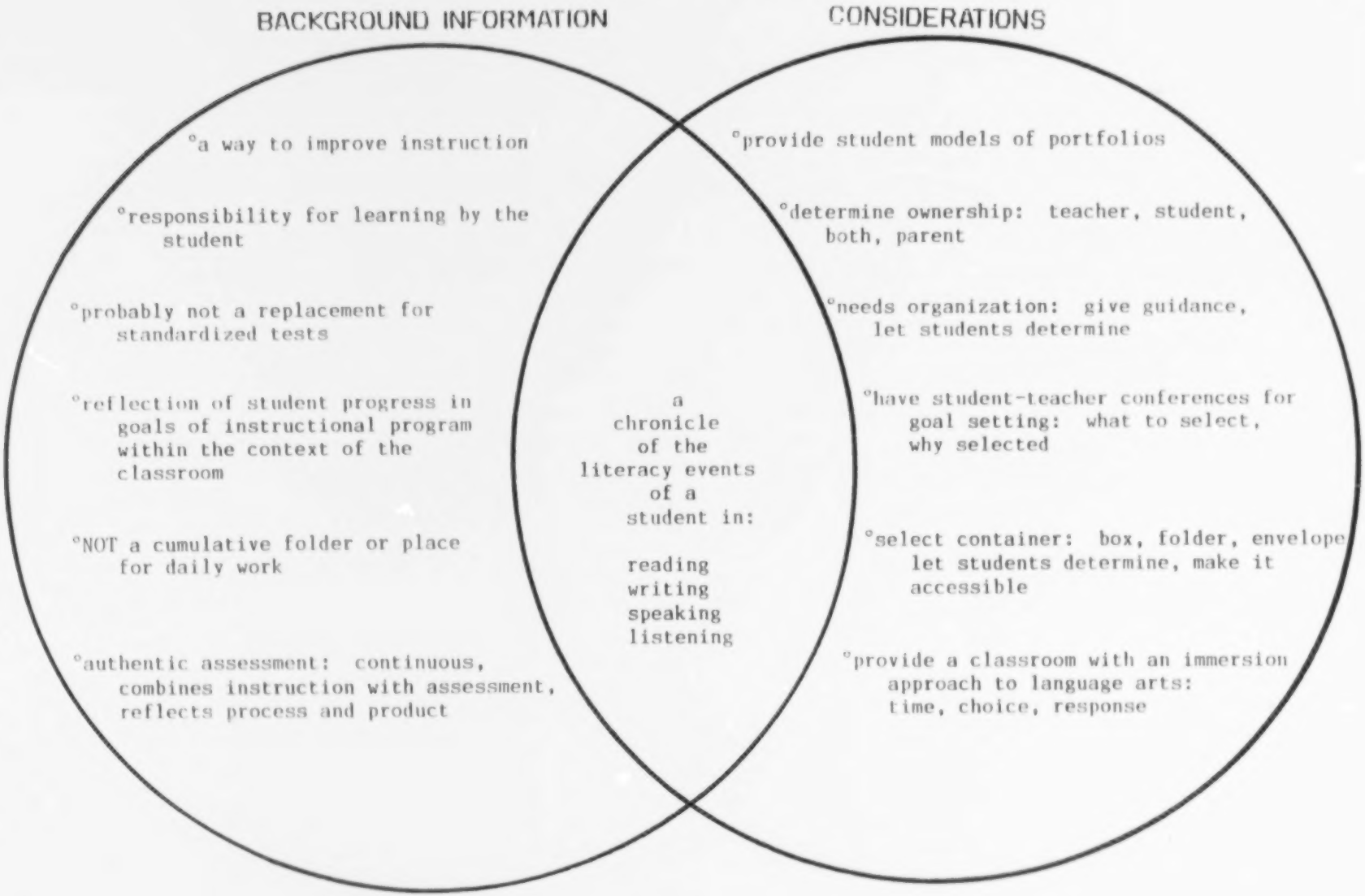
PORTFOLIOS


BACKGROUND INFORMATION
°a way to improve instruction
°responsibility for learning by the student
°probably not a replacement for standardized tests
°reflection of student progress in goals of instructional program within the context of the classroom
°NOT a cumulative folder or place for daily work
°authentic assessment: continuous, combines instruction with assessment, reflects process and product
a chronicle of the literacy events of a student in:
reading
writing
speaking
listening
CONSIDERATIONS
°provide student models of portfolios
°determine ownership: teacher, student, both, parent
°needs organization: give guidance, let students determine
°have student-teacher conferences for goal setting: what to select, why selected
°select container: box, folder, envelope let students determine, make it accessible
°provide a classroom with an immersion approach to language arts: time, choice, response

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SUGGESTED ITEMS FOR A PORTFOLIO

THE FOLLOWING IS A LISTING OF ITEMS TO CONSIDER INCLUDING IN A PORTFOLIO. CHOOSE THOSE THAT FIT YOUR PURPOSE.

ANECDOTAL RECORDS

Maintain a notebook with a name for each student. Write brief comments about observed behaviors for each student during reading or writing conferences, cooperative groups, book talks, sustained silent reading time, etc. Date each entry.

CHECKLISTS OF READING OR WRITING BEHAVIORS AND STRATEGIES

Use reading or writing checklists to record observed behaviors or strategies that are becoming part of the student's learning. Some checklists can be completed by the teacher and others by the student. Most checklists are quick to complete. Do this quarterly.

ORAL OR WRTTEN INTERVIEWS

Decide the purpose of the interview and settle on a set of questions. Interview students about the way they read and write.

PERFORMANCE SAMPLES IN READING AND WRITING

Have students select a page from a book they are reading. Xerox the selection. Have students select a piece of writing they have completed using the four step writing process. Take these samples several times during the year. Be sure samples are dated. Note changes.

DIALOGUE JOURNALS AND LEARNING LOGS

Periodically take samples from student's dialogue journal and learning logs. Note changes in kinds of responses to learning. Be sure to date entries.

TAPE RECORDINGS: ORAL READING, BOOK TALKS, WRITING CONFERENCES

Model with students many times how to complete the above. Each student should have his/her own tape. As the year progresses, vary the kinds of talk children have on tape. Do this quarterly.

QUESTIONNAIRES OR SURVEYS

Use questionnaires several times during the school year to determine students' understanding and awareness of the reading and writing processes and their attitude toward these processes. Look for changes in responses.

READING AND WRITING RECORDS

Have students maintain their own record sheets for what they read and write. Model for students how to complete. Students can also graph time spent reading in school and at home.

Carleen Payne
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Fairfax County, Virginia

THE USE OF PORTFOLIOS AT ROLLING VALLEY SCHOOL

1. A portfolio is a representative collection chosen by the student and the teacher of the student's best work.

2. A child may periodically place sample choices into the portfolio folder, but must choose ONE piece to be placed in the portfolio packet per collection period. This piece should have the child's reflections about why it was chosen written on a 3 x 5" card, and attached to the sample. (One piece per portfolio category, if possible)

3. Teachers are urged to begin collecting data for their unedited baseline samples. One piece should be collected per portfolio category. It should be copied and kept as a reference on file for the year. This piece can be compared to current samples throughout the year. A copy of the baseline data should be kept in case the portfolio is lost.

4. All teachers using portfolios are asked to keep baseline samples, and to use five types of portfolio components. Teachers determine the components and also how often during the year they will share the portfolios with parents. Teachers will share their experiences of using portfolios in December at a staff meeting.

5. Teachers are urged to include information in the portfolio that reflects the integrated language arts philosophy.

6. Teacher's comments on the 3 x 5" cards should be attached to the portfolio sample. The child's sample should be dated. The teacher's comments could also be dated. Teachers could compare present work to past work, as illustrated by the portfolio samples.

7. It is possible for the child and the teacher to select the same choice for a "best piece". In this case, both people may choose the same sample because both the teacher's and child's comments would be different.

8. Portfolios will be sent home in very large manila envelopes. Parents will examine their ingredients and return them to school. Portfolios will be sent home at report card time, but the teacher will determine which quarters the portfolio will be used in addition to the report card.

9. Teachers will receive weekly assistance in organizing their portfolios. Parent volunteers will meet with Nancy Areglado on Thursdays from 11:40A.M. to 12:40P.M. Teachers are asked to leave all work packets for parents in the Reading Center by Wednesdays at 3:00 P.M. Teachers are urged to request additional help at other times for audiotapes, interviews, etc. Nancy will arrange for parents to help by scheduling work times with the PTA's Volunteer Coordinator.

10. Continual assistance and support are available for teachers from Nancy Areglado and other members of the Language Arts Team. Portfolios offer an opportunity for all of us to grow together as assessment experts.

Nancy Areglado
Rolling Valley Elementary School
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CHOICES FOR ROLLING VALLEY PORTFOLIO

DIRECTIONS: PLEASE CHOOSE FIVE PORTFOLIO COMPONENTS.
ADD YOUR OWN SUGGESTIONS IF YOU WISH.

_____ Learning Logs (Minimum Amount per report card period_____)

_____ Writing Samples (Minimum Amount per year, piece which includes steps of the writing process_____)

(Minimum Amount per report card period of assorted writing samples _____)

_____ Graphing of a Child's Growth in Voluntary Reading

Is your choice: _____total number of hours spent reading, monthl

_____total number of books read monthly at home

_____total number of books read monthly at schoo

_____ Interviews (Minimum amount per report card period _____)

_____ Description of the Integrated Language Arts Program. Accompanied by Anecdotal Comments About Each Child's Progress

_____ Audiotapes

_____ Reading Log (Minimum amount per report card period_____)

_____ Text Samples Showing Reading Growth

_____ Informal Measures of Assessment (Minimum amount per report card period_____)

_____ _____

_____ _____

Nancy Areglado
Rolling Valley Elementary
Fairfax County Public Schools, Va

The following bibliography was helpful in preparing for this presentation:

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Harp, Bill. "When The Principal Asks: When you do whole language instruction, how will you keep track of reading and writing skills?." Reading Teacher, Vol. 42 (November 1988), pp. 160-161.

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Mathews, Jackie K. "From Computer Management to Portfolio Assessment." Reading Teacher, Vol. 43 (February 1990), pp. 420-421.

Paulson, Leon F., Paulson, Pearl R., & Meyer, Carol A. "What Makes a Portfolio a Portfolio?." Educational Leadership, Vol. 48 (February 1991), pp. 60-63.

Simmons, Jay. "Portfolios as Large-scale Assessment." Language Arts, Vol. 67 (March 1990), pp. 262-268.

Rief, Linda. "Finding the Value in Evaluation: Self-Assessment in a Middle School Classroom." Educational Leadership, Vol. 47 (March 1990), pp. 24-29.

Valencia, Sheila. "A Portfolio Approach to Classroom Reading Assessment: The Whys, Whats, and Hows." Reading Teacher, Vol. 43 (January 1990), pp. 338-340.

Winograd, Peter & Paris, Scott G. "Improving Reading Assessment." The Heath Transcripts. D.C. Heath & Co. 1988.

Wolf, Dennis Palmer. "Portfolio Assessment: Sampling Student Work." Educational Leadership, Vol. 46 (April 1989), pp. 35-39.

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The Quarterly, Vol. 12, Spring 1990. Published by The National Witing Project and the Center For the Study of Writing, University of California, Berkley, California.

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Portfolio News, Vol. 1, Winter 1990
Published by the Portfolio Assessment Clearing House, Encinitas, California.

Reading Teacher, Vol. 40. April 1987. Published by the International Reading Association, Newark, Delaware.

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NAME _____ GRADE _____

K - W - L WORKSHEET

K - WHAT WE KNOW	W - WHAT WE WANT TO FIND OUT	L - WHAT WE LEARNED + STILL NEED T LEAR
Categories of information we expect to use: A. B. C. D. E. F. G.		

Causes of the American Revolution GRADE 5

K - W - L WORKSHEET

K - WHAT WE KNOW	W - WHAT WE WANT TO FIND OUT	L - WHAT WE LEARNED + STILL NEED TO LEARN
*England placed taxes on the English colonies. *Americans refused to pay the taxes. *England's government was a king and Parliament. *American women spied on the British and told our soldiers their plans. *Soldiers were cruel to the colonists. *The Americans refused to pay tax on tea, and they had the Boston Tea Party. *British soldiers staved in colonists' houses whether they liked it or not. *A stamp had to be bought and and placed on any kind of contract. Categories of information we expect to use: A. Taxes placed on colonies B. Other laws that angered colonists C. Ways the colonists protested unfair laws D. E. F. G.	*Who started the Revolution? *Why were the British allowed in the people's houses? *Why did England make all the taxes? *Why did they need the money? *How did the Stamp Act start? *Why were the people forced to give the British food and clothing? *If England had won, what would have happened to us? *Who planned the Boston Tea Party? *Why did the British want to have a war with us? *How many taxes were placed on the colonists? *Why did the Americans refuse to pay the taxes? *Did any Americans feel what the English were doing was right?	*French and Indian War was caused by Britain and France both claiming the Ohio River Valley. *Britain needed money to pay debts caused by the French and Indian War. *Britain taxed the colonists to help pay the debts. *Britain placed the stamp tax on papers of the colonists. *Britain also placed taxes on tea, lead, paper, paint, imported goods, and glass. *The colonists didn't like the taxes because it raised the cost of the goods but mostly because they couldn't or weren't allowed to make these laws. (Taxation without representation) *Colonists protested by burning a tax office, dumping tea overboard, boycotting products, refusing to pay the taxes, burning taxed papers, writing petitions to Parliament requesting them to repeal the taxes, and attacking British tax collectors. *Sam Adams organized the Sons of Liberty. *Sons of Liberty were organized citizens who planned ways to rebel or protest British actions. *1st Continental Congress wrote a petition to Parliament stating their rights: life, liberty, trial by jury, right to own property, not to have soldiers in their homes, make own laws, and have own assemblies.

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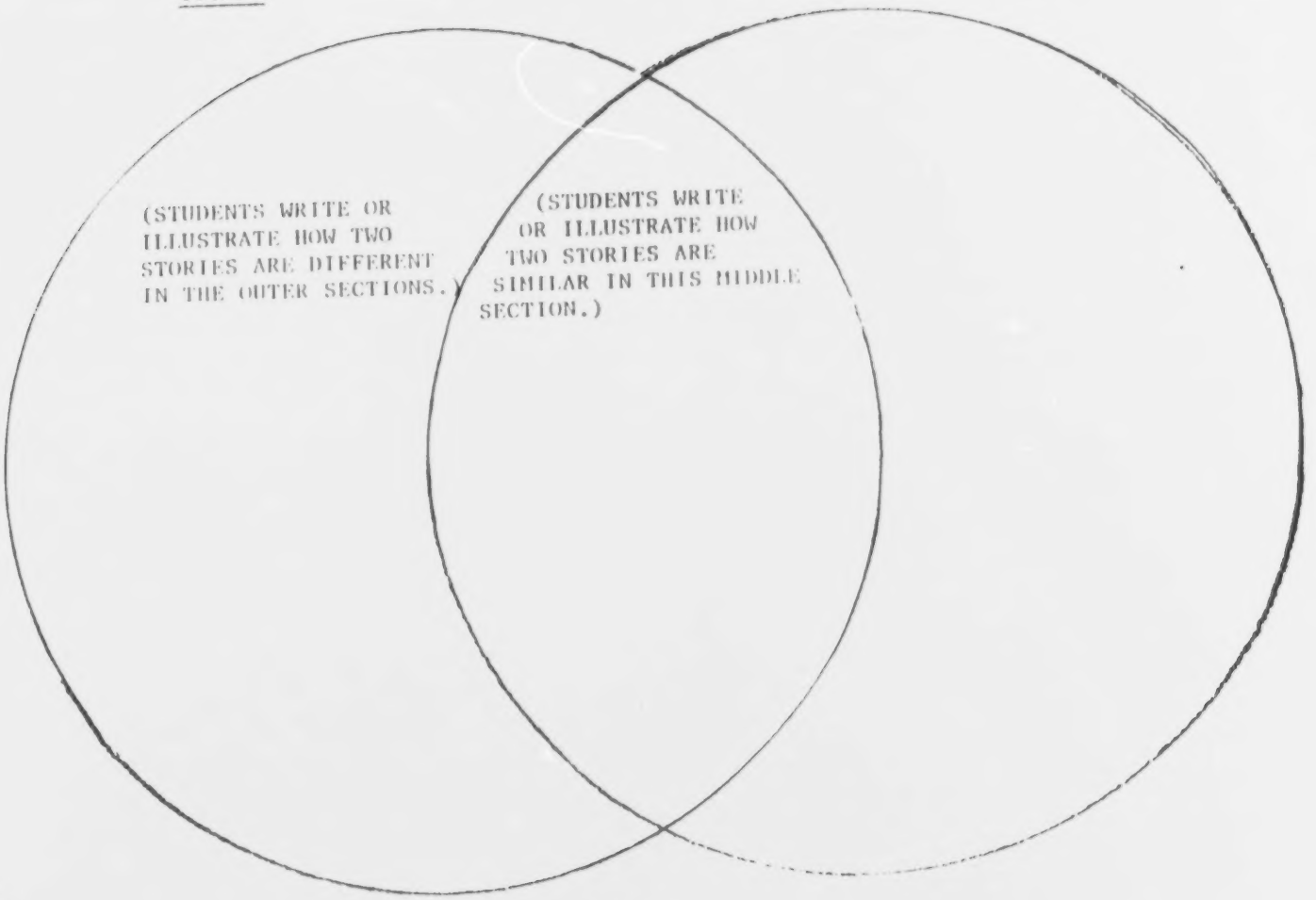
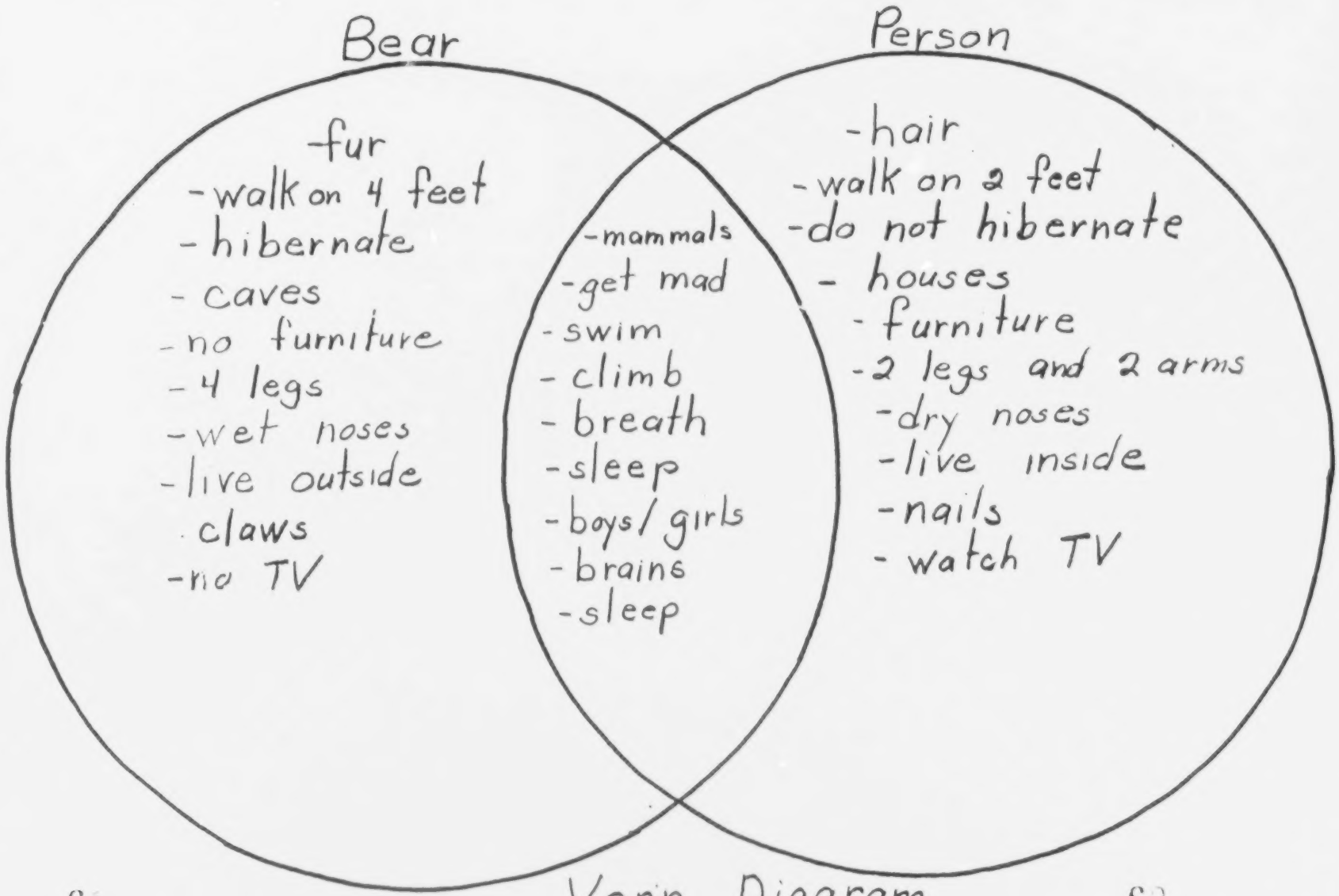
NAME :

TITLE:

TITLE:


(STUDENTS WRITE OR ILLUSTRATE HOW TWO STORIES ARE DIFFERENT IN THE OUTER SECTIONS.)
(STUDENTS WRITE OR ILLUSTRATE HOW TWO STORIES ARE SIMILAR IN THIS MIDDLE SECTION.)

VENN DIAGRAM
COMPARE AND CONTRAST



61 Venn Diagram 62

84

Data Retrieval Charts

Inventors

Inventors	Childhood	Family	Inventions	Achievements	Weekly Post	Interesting Facts
Edison						
Wright						
Braille						
Bell						
Barton						
Curie						
Whitney						

Thirteen Colonies

Colony	Date	Founder	Reason for Settlement	Economy	Government	Miscellaneous
Massachusetts						
Connecticut						
New Hampshire						
Rhode Island						
New York						
New Jersey						
Delaware						
Pennsylvania						
Maryland						
Virginia						
North Carolina						
South Carolina						
Georgia						

Bears

Bears	Home	Size	Food	Description	Interest Facts
Brown					
Black					
Kodiak					
Polar					
Sloth					
Spectacled					
Sun					
Grizzly					

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VOCABULARY WORKSHEET NAME: _____

VOCABULARY WORD	WHAT I THINK	WHAT I KNOW
1. apprentice		
2. delegate		
3. immigrants		
4. influence		
5. lightning rod		
6. proprietor		

Vocabulary Prediction Worksheet

The teacher lists the vocabulary words for the lesson from the expository text. The words are pronounced, and before reading, each student writes what he thinks each word means. The students share what they have written. After reading, each student writes the definitions of the words or what he knows about the words. A group discussion follows.

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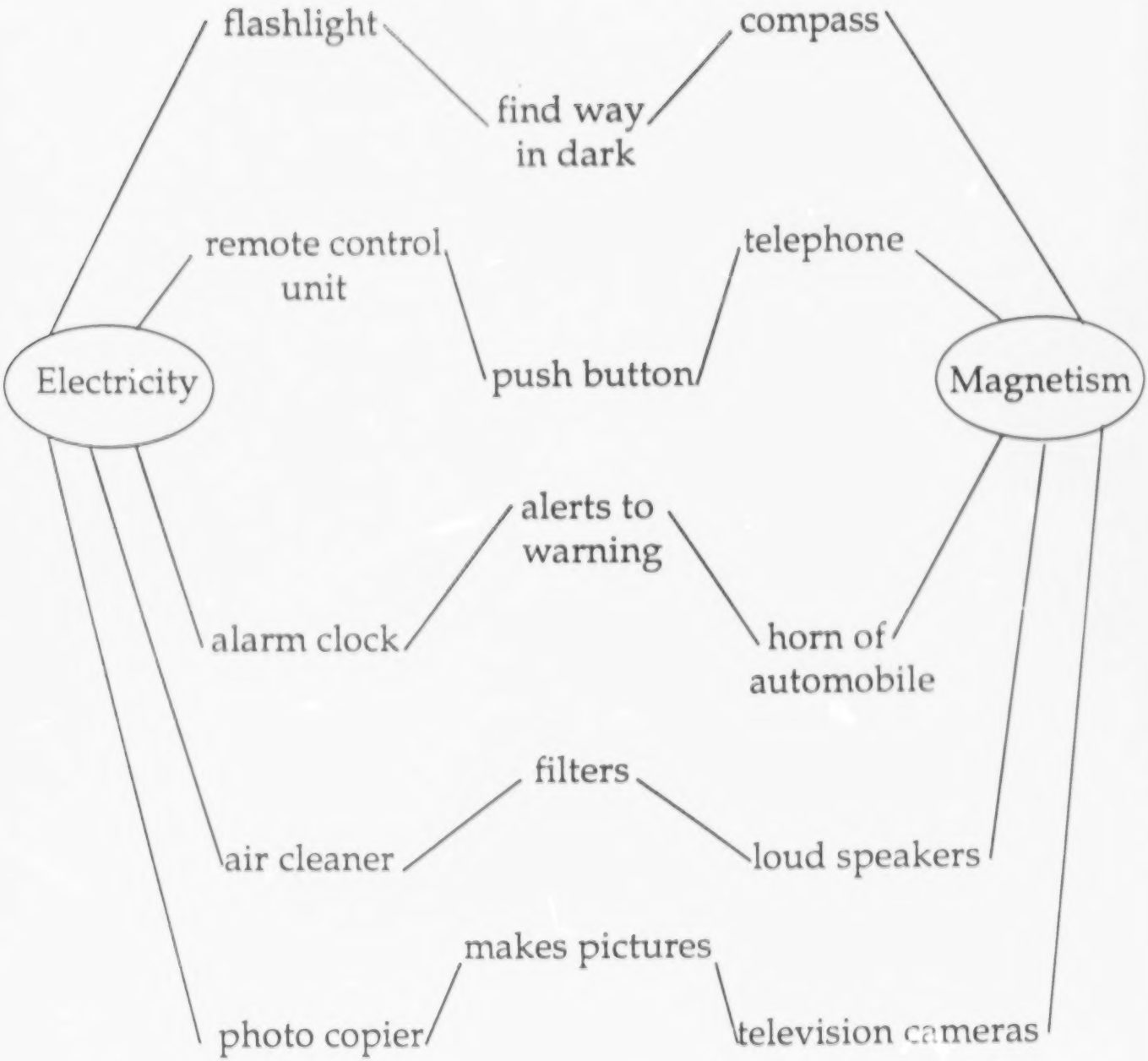
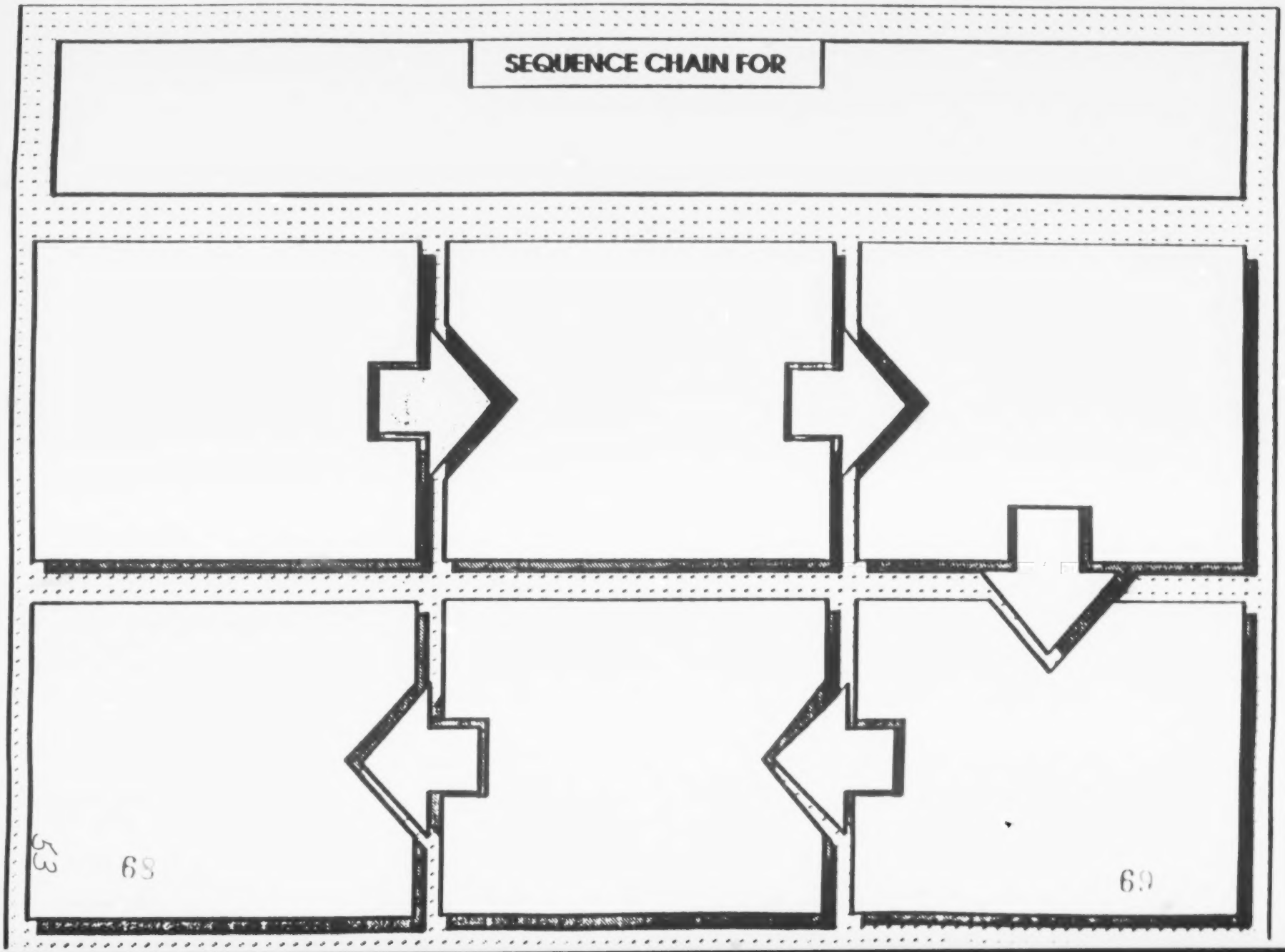
Semantic Organizer
Analogic Thinking



DETAILS

MAIN IDEA

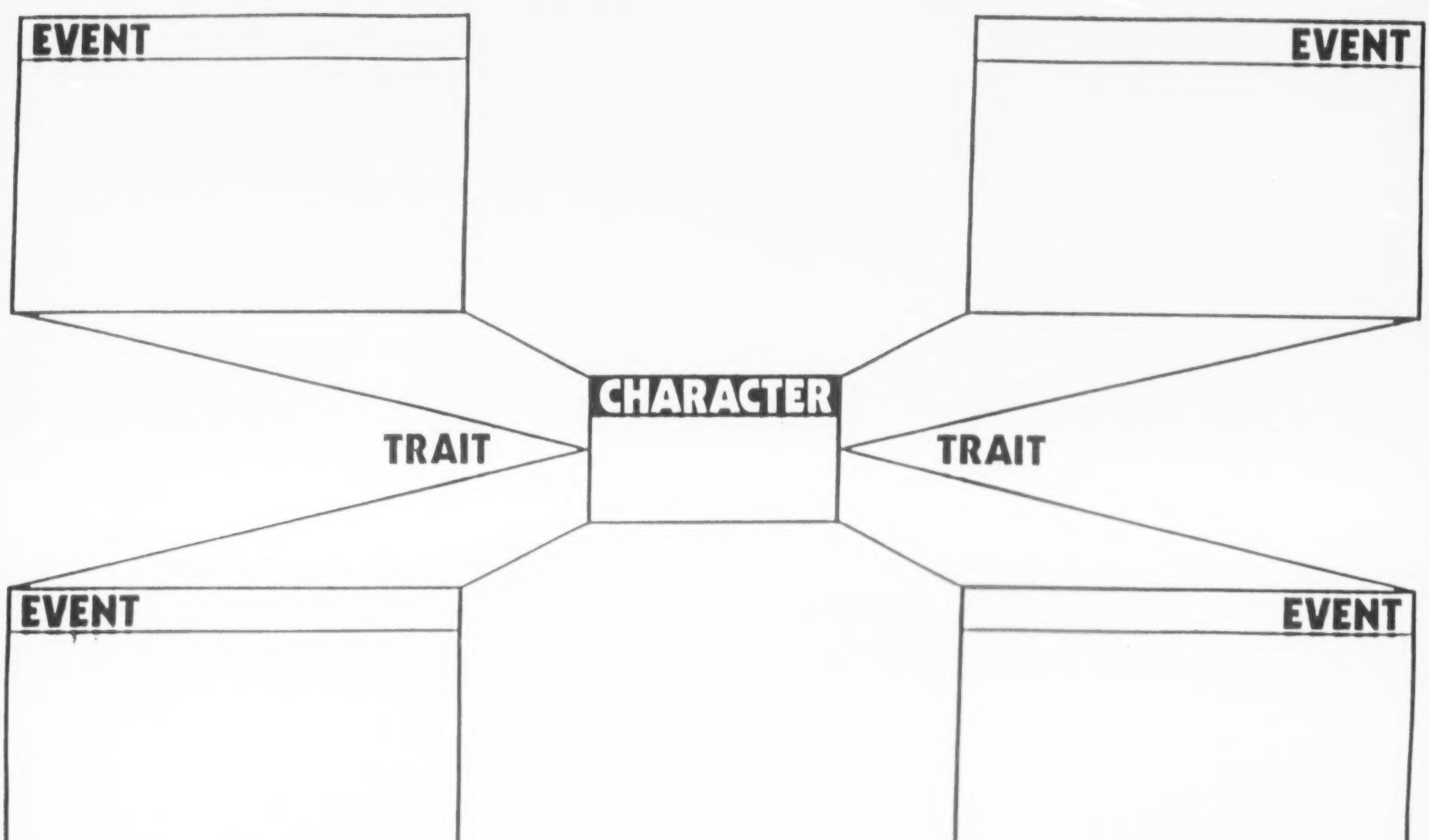

SEQUENCE CHAIN FOR
53
68
69

Decision-Making Model

Problem	Goal(s)

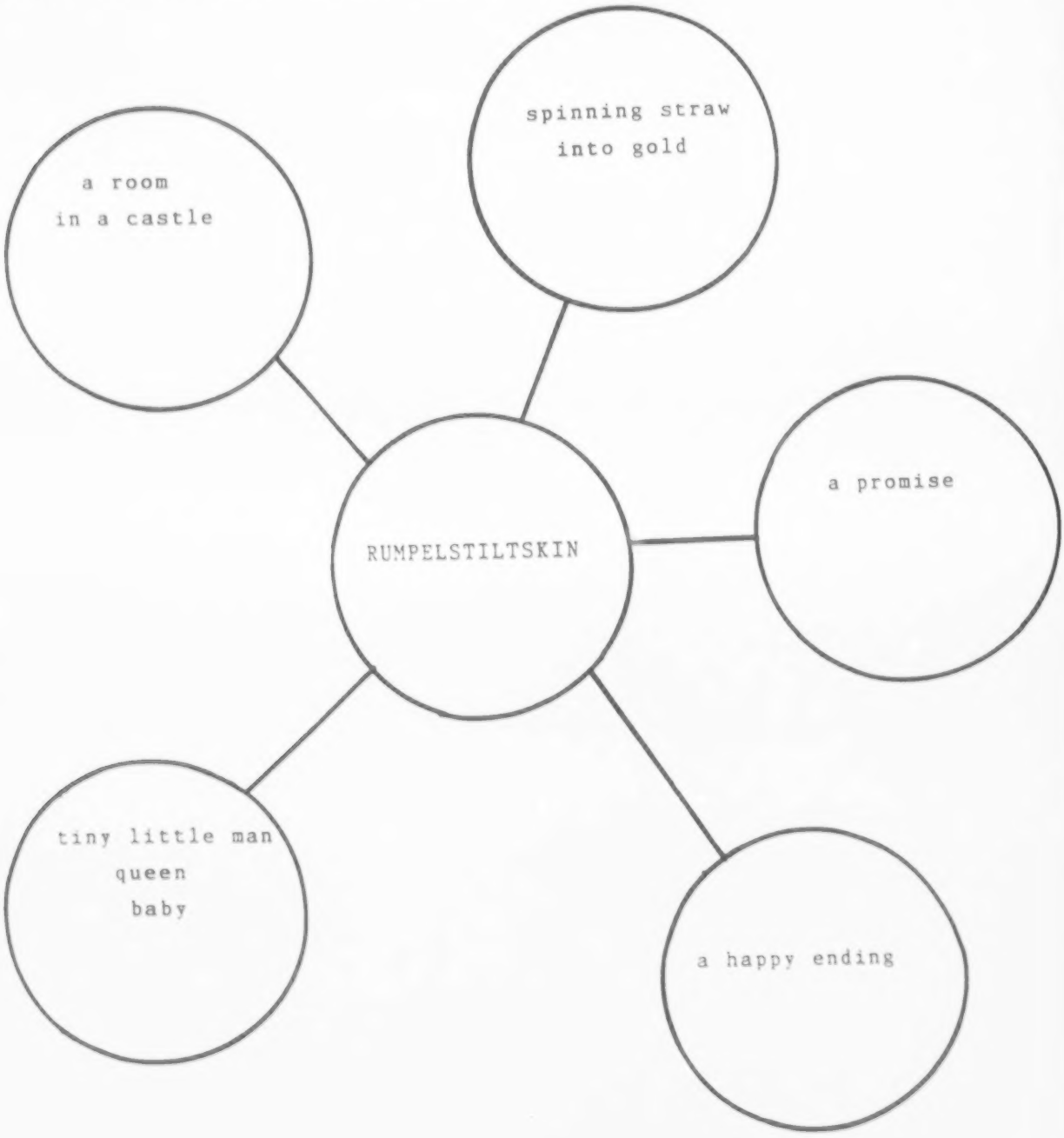
Alternatives	Pros ⊕ & Cons ⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖

Decision(s)	Reason(s)


EVENT
EVENT
CHARACTER
TRAIT
TRAIT
EVENT
EVENT

SAMPLE PREDICTION MAP

Teacher makes an overhead transparency of a prediction map for a story she will read aloud or students will read themselves. Through oral discussion she helps students to make predictions about the story. Students utilize prior knowledge, make smart guesses, and set a purpose for reading; thereby enhancing reading comprehension.



REFERENCE: Davis, Zephaniah T. & McPherson, Michael D. "Story Map Instruction: A Road Map for Reading Comprehension." Reading Teacher, Vol. 43 (December 1989), pp.232-240.

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Develop a chart with students on what good readers do before, during, and after reading by thinking aloud these strategies while reading to students (students can follow in their own text...a basal story might serve as the common basis for the modeling). Do this with several stories. After the students have had enough experience and an understanding of these strategies, type the strategies on a worksheet similar to this one. Students keep a tally of the strategies they observe you doing. Later on, they can keep a tally of the strategies they use.

SAMPLE OF A 4TH GRADE CHART

BEFORE:

____think/remember what you know about the subject

____ _predict

DURING:

_____STOP when I don't understand

_____think about the words and what they say

_____ask questions

_____make pictures in my head

_____predict

_____make connections to things that happened to me

_____look at the pictures to help me understand

USE FIX-UP READING TOOLS:

_____skip the word

_____read again

_____read more of the sentence or sentences to help me underst

_____sound out

_____ask a friend

AFTER:

_____remember important things in the story

____try to answer the questions I had before or while I read

_____summarize

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